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ABSTRACT

The purposes of the project described in this document are to identify and evaluate factors which encourage a global perspective in students in grades K-12. The document is presented in three major sections. Section one introduces the scope of the study, discusses objectives, and describes evaluation methods, including reviewing written materials, identifying and observing internationally oriented teaching efforts, and interviewing over 600 educators. Section two presents findings in two categories--approaches and factors. Four major instructional approaches used by teachers at the precollegiate level include comprehensive international dimension programs, self-contained international programs, spontaneous interdisciplinary activities, and spontaneous ad hoc efforts involving, for example, current events. Factors discussed in relation to these approaches are program objectives, instructional capabilities, program legitimacy and leadership, instructional resources, and teaching environment. Based on examination of these approaches and factors, a wide variety of evaluative criteria is suggested. Examples include, "How well does the international program fit into the school's reward structure?" "Are teachers given extra preparatory time for global studies courses?" "What is the school librarian's role in international programs and projects?" and "To what extent does the educational environment require demonstration of faculty competence in handling international subjects?" Section three offers an analytical matrix of evaluative criteria. Major matrix headings are educational objectives, capabilities, legitimacy, and resources. (DB)

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INTERNATIONAL DIMENSIONS IN AMERICAN EDUCATION

EVALUATIVE CRITERIA FOR PRECOLLEGIATE PROGRAMS

SUMMARY REPORT ON A PROJECT CONDUCTED
UNDER THE AUSPICES OF THE INTERNATIONAL STUDIES ASSOCIATION
FOR THE DIVISION OF INTERNATIONAL EDUCATION,
U.S. OFFICE OF EDUCATION
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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THE RESEARCH REPORTED HERE WAS CONDUCTED UNDER THE WORKING TITLE "EVALUATIVE CRITERIA FOR INTERNATIONALLY ORIENTED TEACHING PROGRAMS AT PRECOLLEGIATE LEVELS" PURSUANT TO CONTRACT # 300-75-0351 WITH THE DIVISION OF INTERNATIONAL EDUCATION, U.S. OFFICE OF EDUCATION, DEPT. OF HEALTH, EDUCATION, AND WELFARE, UNDER THE AUSPICES OF THE INTERNATIONAL STUDIES ASSOCIATION. RESPONSIBILITY FOR OPINIONS EXPRESSED BELONG TO THE AUTHORS.

PREFACE

This study is only a small part of what is hopefully coming to be a sustained, nation-wide effort to strengthen the international dimensions of elementary and secondary schools in the United States. There indeed appears to be a growing interest among many teachers and some administrators to work toward "internationalizing" the precollegiate curricula. However, interest and even enthusiasm are not enough. Many factors and forces, within the schools and outside, determine whether the efforts in formal precollegiate education to open the windows on the world beyond the nation's boundaries will succeed.

The purpose of the project has been to help toward the identification of those factors and forces, and toward the evaluation of their impact. No attempt was made to prescribe or even to suggest the content of internationally oriented education. The teaching about the "world beyond" may take many forms, use many points of departure, seek many cognitive and affective goals. It can take place within the traditional curricula, or supplement it through added units. It may focus on international events and processes, on cross-cultural patterns, or on similarities and differences of human behavior in different geographical, cultural, political and socio-economic settings. These and many other substantive approaches may be equally effective if properly used; but it is ultimately the classroom teachers who choose among them according to their objectives and capabilities.

The teaching of foreign languages is the only important exclusion from the substantive scope of the project. While

the study of foreign languages represents an important channel towards the understanding of other cultures and of the behavior of other nations, the point at which such cross-cultural insights begin to emerge is normally reached only in the more advanced stages. In the initial years, given the pace and intensity of foreign language instruction in American primary and secondary schools, the cultural and international dimensions of such study are minimal. Beyond these substantive reasons lie some technical considerations which are -- for the purposes of this study -- even more important: compared with other internationally oriented subjects and fields, the entire structure as well as the process of foreign language teaching are different. The differences span a wide spectrum: the goals of foreign language study are perceived by the schools differently than those of other international dimensions of the curriculum; instructional capabilities of the teaching staff are determined by different criteria; recruitment of human and material resources for foreign language study follows different routes. The entire field experience of the project leaves no doubt whatsoever that foreign language study is both a significant and potentially a key component of international education, and that it is sadly neglected at the precollegiate levels of the U.S. school system. Indeed, it deserves a separate, intensive examination capable of identifying areas of weakness amenable to corrective measures.

This undertaking, contracted by the U.S. Office of Education, Division of International Education, has been carried out under the

institutional roof of the International Studies Association. The ISA organizational network and ISA members throughout the United States provided the project staff access to the field experience of school teachers active or interested in internationally oriented education, and invaluable advice and guidance in many phases. But it was, above all, the contribution of individual international education specialists and of hundreds of classroom teachers willing to discuss their experiences and their visions in innumerable meetings and interviews, that made the study possible as a pragmatic, practice-oriented project.

If the names of all those who deserve thanks are too numerous to mention, one does stand out: the late Professor Carl Beck, ISA Executive Director in the project years, proved to be the sustaining force in the entire study, a critic and a friend and, above all, a firm believer that every step taken towards more effective international education -- whatever the odds -- is a step in the right direction.

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INTRODUCTION

BASES

A set of fundamental assumptions underlies this study: that our primary and secondary schools are generally ineffective in enhancing their students' understanding of the world beyond the national boundaries; that the schools can improve their performance; and that to do so is desirable and urgent. All of this is taken for granted in the pages that follow. There will be no systematic effort to examine and defend the basic assumptions beyond these introductory comments.

The general weakness of the international dimensions of pre-collegiate education has been widely recognized. That recognition is reflected in nation-wide surveys of how much elementary and secondary school students know about the outside world; in data on the training of school teachers in the study of international affairs and of foreign cultures; in high-level commissions and task forces set up to strengthen international education; and, above all, in the cultural shocks sustained every fall semester by college teachers who, while assessing the breadth and depth of international knowledge and understanding among the entering high school graduates, find a wasteland.

The assumption that primary and secondary schools in the United States can improve their performance in international education is more difficult to summarize. Schools, and the entire process of formal education, are only one channel of transmitting information, sharing knowledge and stimulating insights, only one training phase

in information processing, only one mechanism of socialization. Nor can the schools pursue these tasks independently; as social institutions, they reflect the state of the society. But they are also one of the cutting edges of social change, and their primary mandate is that it be positive social change -- positive in the direction of improving the human condition. Here, undoubtedly, lies the chief difference between professional education and other, informal modes of learning: while society at large -- by providing general learning experience, transmission of existing values, role models and peer influences -- can only rarely give more than it itself has, schools must do so systematically and continuously. To prevent social stagnation and slippage, each new generation needs to know more, and to understand their knowledge better, than their parents knew and understood. The assumption that an improvement in international education is possible derives from the fact that schools are formal institutions with socially mandated tasks and with social accountability. Within the schoolhouse, the educational process can be purposefully oriented and re-oriented -- as long as the purpose is within current social vision.

The sense of an urgent need to strengthen the international dimensions of precollegiate learning stems from a number of concepts and experiences. Somewhere deep down and underlying all of them is the pervasive feeling that better knowledge about the global society will lead to a better global society -- a feeling certainly beyond the proof of its rightness yet of a commanding

intensity; without evidence in history yet persuasive as a hope for the future. Above this value-laden foundation are more specific rationalizations why young Americans should learn more about the world and understand it more adequately. These rationalizations cover all functional levels of education. For the individual, learning about the world beyond the national boundaries is justified in intellectual as well as affective terms. That world needs to be known and understood simply because it is there and getting ever closer to us, and more and more visible. Emotionally, knowing and understanding others is widely believed to provide the psychological comforts of knowing and understanding oneself and of identifying one's place in the human universe. At the community level, internationally oriented learning is seen as leading towards tolerance of diversity and therefore towards social peace. Nationally, rationalizations for internationally oriented education span a broad range. The goals posited at this level are a stronger nation, an argument equating knowledge with power; a nation better able to contribute to world peace, where the fundamental assumption lies in equating knowledge with tolerance and brotherhood; and often a fusion of the two perspectives into one. In the pursuit of these goals, the educational product is expected to be a more knowledgeable citizenry from which may be recruited more effective businessmen, teachers, managers, bureaucrats, scientists, diplomats and politicians, and a citizenry which, due to its better understanding of the world beyond the national boundaries, is also better able to stimulate and to guide, through the democratic process, a more sophisticated

and mature foreign policy, and to face changes in the global environment without confusion and traumatic shocks.

PURPOSE

(Throughout this report, the project will be referred to as International Dimensions of Precollegiate Education -- IDPE.) The purpose of the IDPE study has been the development of criteria through which internationally oriented programs of formal instruction at precollegiate levels may be more effectively designed and evaluated. To achieve this purpose, the study has aimed at assessing, as systematically as possible, the conditions under which internationally oriented precollegiate instruction takes place, how international dimensions enter the curricula, what constraints and opportunities affect that process.

Two primary types of users of the findings have been identified. (1) Those directly involved in the precollegiate educational process, from administrative personnel all the way up to the classroom teacher. (2) The individuals, departments, agencies, and various public and private institutions involved in developing, stimulating, funding, and monitoring from the outside the internationally oriented programs in the schools.

In its purpose, then, the IDPE study has been service-oriented. Its functional and pragmatic focus has been generated by the recognition that it is obviously not enough to proliferate international teaching materials of high quality if there are no effective means to bring them to the full attention of the classroom teacher; that the attentiveness of classroom teachers is determined by their training, their teaching loads, the reward system within which they

work, and by a host of other objective and subjective, internal and external conditions of the educational process.

There has been no effort to construct an ideal set of requisites for an effective program guaranteed to strengthen the international dimensions of precollegiate education. Rather, the aim has been the development of an evaluative matrix of criteria, illuminating their interconnectedness and serving as a key to identifying constellations of factors potentially conducive to the establishment of one type of educational program rather than another, and to pinpointing potential areas of stress that could threaten the viability and effectiveness of the program. Put very simply, the chief aim of this effort has been to provide teachers and evaluators alike with a checklist that would assist them in answering some basic questions. What will be needed to introduce, develop, and sustain a particular internationally oriented program? If some of the necessary requisites and conditions are missing, can the gaps be bridged and if not, how fatal may this be? Or can the program be adjusted so as to fit the given educational setting more precisely? Does the program have a reasonable chance of success and if there are doubts, which aspects need reinforcement or careful monitoring?

SCOPE

As to the substance and direction of internationally oriented teaching programs, the IDPE study does not discriminate by emphasizing either cognitive or affective types of learning about the international environment. In actual school practice, both types

can be identified, at least by reference to the teacher's intent. There are teaching programs designed primarily to transmit fundamental information about the world beyond the national boundaries, its people, their conditions and styles of life, their history, geography, politics, through what is meant to be a value-free, descriptive approach. Then there are other efforts towards what is perceived and intended as induction into a global human community by purposeful emphasis on transnational and transcultural tolerance, sympathy, and understanding. Yet the distinction between these two approaches is indeed only in the eyes of the beholder. Cool, value-free data still evoke images, spark attitudes, and generate judgments. On the other hand, programs aiming at the socialization of the young into the human family at the global level are ineffective, if not impossible, without references to a whole battery of facts which alone can bring forth the shape of reality. But not only are there no useful boundary lines between cognitive and affective types of teaching and learning. There is also no evidence that U.S. students at precollegiate levels lack more in one than the other, even if the two types could be effectively separated and embodied in distinct educational programs.

The instructional scope of the IDPE study encompasses both secondary and elementary education. The project had been originally designated as dealing with the secondary levels only. However, this limited focus proved impractical: so many elements included in the inquiry -- teacher training, curriculum planning, administrative and social inputs into the educational process,

the nature of curriculum-supporting resources, the character of learning materials -- were found straddling the entire educational continuum from the lowest to the highest grades so that the term "precollegiate education" has been adopted as a more accurate description of the instructional scope of the study.

The IDPE project has adopted a broad disciplinary focus. Explicitly or by implication, social studies as a teaching subject are usually emphasized as the main vehicle for internationally oriented learning, and perhaps correctly so. However, the international dimensions of formal education are by no means absent in other disciplines of learning, or at least need not be absent. In fact, it has been found that under specific sets of circumstances, the international dimension may be best injected into and transmitted through the other disciplines. Language and literature study; art and music; sciences and technical subjects; all of these have international dimensions often obscured and neglected yet capable of being systematically developed and cultivated. The project encompasses a wide variety of disciplinary channels leading towards the strengthening of the international dimension of precollegiate education.

METHOD OF INQUIRY

Further elements which determine the scope of the IDPE project and, in particular, set its internal boundaries, derive from the method of inquiry. Above all, the project is not -- nor has it been designed as -- an overall survey of the state of

internationally oriented education in the nation's elementary and secondary schools. There is, indeed, no satisfactory and practical method of achieving such a result and of obtaining data capable of statistical treatment or some other quantitative evaluation. First, the field is far too large, with some seventeen thousands of school districts in the fifty states. To construct a representative sample of U.S. schools for the purpose of evaluating internationally oriented teaching programs is also almost impossible: to set up such a sample would presuppose a fairly complete knowledge of the various criteria, internal as well as external, determining what goes on in the classrooms and what effect it has on students' minds. The second constraint is even more weighty: there is no sensible way of preparing and analyzing questionnaire or interview data that would tell the analyst not only what teachers think they are doing in their classrooms but what they are actually accomplishing in terms of the educational product. There are other efforts under way to get some statistical picture of what students at precollegiate levels know about the world beyond U.S. boundaries. Indeed, dissemination and accumulation of data may be so measured or at least estimated; the attitudes and images created from it are beyond quantitative reach.

Given the purpose of the IDPE project, the process of inquiry followed a pragmatic route.

In the first phase, a fairly large-scale and formal effort was made to identify a wide variety of conditions and circumstances

affecting the internationally oriented precollegiate education in the actual school practice. This was accomplished by organizing and conducting workshops in various regions of the United States, bringing together teachers, administrators, college instructors, school board members, and others, and thematically focused on questions regarding problems and issues affecting internationally oriented teaching programs and experiences. Simultaneously, the project staff attended, or obtained information from, other meetings and conventions dealing with international subjects and bringing together school and college teachers in various combinations.

All these interactions eventually yielded a list of conditions which the teachers knew, from their own specific experiences, to influence internationally oriented teaching efforts. The spectrum of recorded experiences was very broad. Among the constraints were factors ranging from active and almost militant parochialism and conservatism in some school communities, to a school reward structure discouraging faculty effort at internationally oriented programs. On the positive side, the spectrum of experience ran from productive cooperation between the school library and the classroom, to a sustained in-service training arranged between a school and a neighboring university.

The randomness of the recorded and analyzed experiences needs to be re-emphasized. Of the more than fifty workshops, meetings and conventions tapped, most were in the East, in California, Colorado and some other Rocky Mountain states, and in

the Indiana-Illinois region.

The reasons for this uneven national distribution were, in part, practical. The IDPE project was housed under the International Studies Association and used the ISA membership network to set up the IDPE workshops or related meetings. Thus the factors determining where a workshop was to be held were both the willingness and ability of ISA members to assist in the effort, and the need to conserve the contract budget by eliminating travel expenses.

However, there were also less obvious but more important substantive reasons for the location of the meetings. In some areas -- despite sustained efforts to bring together interested teachers and to learn from their experiences -- no workshops could be set up either because, it was impossible to bring together a critical mass of interested participants, or due to the fact that teachers interested in the subject matter declined the invitation on the grounds that an involvement in internationally oriented meetings could adversely affect their school or community relations.

This second reason behind the siting of the workshops and meetings has one important implication: the participants were almost invariably people who already had a very positive attitude toward internationally oriented instruction and came from schools and communities which were at least permissive, if not encouraging, regarding such educational endeavors. Inevitably, this has given a certain, a priori positive slant to all the educational experiences serving the IDPE project as a source of information and insight.

The second phase of the project, largely co-terminous with the first, consisted of tapping written materials reflecting various aspects of teaching about international topics or foreign cultures. They were used both as an independent source of information on instructional experience, and as a guide to the articulation of further questions and issues to be raised during subsequent IDPE workshops and follow-up interviews with individual educators. The written material -- either published or in the form of memoranda and papers -- is rather voluminous but, on the whole, represents a relatively thin source as a record of actual school experience. Most of it is programmatic in the sense of formulating reasons why international dimensions of precollegiate education should be strengthened and how this can be best achieved; the discussions include, at best, occasional episodic references to specific classroom experiences. More systematic treatments of what was actually done, against what odds, and with what outcomes, are very rare. Consequently, most of the information and guidance obtained from this source had to be interpreted out of it rather than simply extracted, with the result of injecting a further dosage of subjectivity into the process of inquiry and its product.

The third, least formal but most intensive and extensive phase of the IDPE inquiry was a series of personal, one-to-one interviews conducted by the two principal investigators with over 600 teachers, school administrators, faculty of teachers' colleges, and others with intimate knowledge of the classroom.

This phase was running concurrently with the other two previously mentioned but extended well beyond the actual contract period up to the time of the preparation of this final version of the report. The main purpose of the one-to-one interviews was to reach individuals who were otherwise not available for or uninterested in workshop participation, and even some of those who considered any effort towards strengthening the international dimensions of precollegiate education a dilution of the "basics" or, in fact, an unhealthy undertaking at a time when socialization of the young into a racially complex nation should be the first priority. Next, the interviews were used to check how the previously identified constraints or opportunities operate in different school and community settings and in varying combinations with other factors. Special effort was also made to conduct several one-to-one interviews at times when significant changes in the outside world touched American life with particular intensity. This concern stemmed from an earlier analysis of some educational experiences indicating close relationship between the intimacy with which a community perceives an international event, and either opportunities for or constraints on internationally oriented classroom instruction.*

* Most recently, several interviews were conducted during the 1979 Iranian "hostage" crisis. The interviews suggested that teachers who were emphasizing the "cognitive" aspects of internationally oriented instruction, saw and utilized the crisis as an effective spur to their efforts; some of those following the "affective" goals were profoundly discouraged and perceived the long-term effects of the Iranian developments to be "negative for global education." Whether or not this is necessarily so is irrelevant in our present context; the objective datum is the teachers' and the school community's perception because it directly influences the educational process.

MAIN FINDINGS

APPROACHES

Teachers at precollegiate levels use four major instructional approaches to bring the international dimension (ID) into the classroom.

- * Comprehensive ID programs
- * Self-contained ID courses
- * Spontaneous intra-curricular shifts
- * Spontaneous ad hoc efforts

COMPREHENSIVE PROGRAMS

These are the conceptually most desirable, educationally most difficult, and practically least employed approaches to strengthening the international dimension at precollegiate levels. The IDPE scanning of school experiences revealed only very few such efforts and, of the few reported by teachers, most were in the design stage or in its initial stage at the reporting time. Subsequent IDPE follow-ups on some of them indicated grave difficulties encountered in program development and maintenance; the reasons are discussed more fully in the sections below.

Comprehensive ID programs are coordinated multi-subject, multi-faculty arrangements designed to diffuse the international dimension throughout the curriculum at a given grade level (one or more grades). The curricular core is usually represented by a mandated full-year course of the "world cultures" type which is required or routinely employed in some states or some school districts.

Occasionally, the program design contemplates a two or three grade-year effort. In such cases the core shifts from a "world cultures" course to a "U.S. history" or "American economics" course. This already presupposes adjustments in the treatment of U.S. history or economics so as to bring out the foreign and/or international aspects of the subject matter. In one case, the U.S. history course was redesigned to illuminate the relationship between the United States and the rest of the Western Hemisphere and the U.S.-European links. In another case, the teaching of economics stressed more heavily comparisons between the U.S. economic system and those of other countries, including the socialist world.

Next, the design of a comprehensive ID program calls for coordinated adjustment in the teaching of other subjects at the given grade level. When the core course, e.g. "World Cultures," covers the Hispanic culture, courses in art, literature, music, etc. parallel the effort with appropriate refocusing of their subject matter to achieve a relatively high saturation resulting in a more comprehensive insight.

Obviously, comprehensive ID programs call for careful advance planning, for the meshing of faculty competence and resources, for a continuing and systematic effort at coordination, and for a sustained commitment by both the faculty and the administration. All of these and other factors are treated more fully in the analytical sections, further below, devoted to program requisites and criteria for design and evaluation.

SELF-CONTAINED ID COURSES

The model for the self-contained ID approach is the "world cultures" one-year course offered under various headings in different regions; it is more or less mandatory for the public school systems of some states or of some school districts.

From the information gathered under the IDPE project, this type of an ID program is by far the most widely used approach to precollegiate involvement in the study of the world beyond the national boundaries. The "world cultures" type of course appears to be not only the most intensive exposure to international dimensions offered by the schools to young people in grades K-12, but in many instances it is the only such exposure. In a sense, then, the one-course approach is also a one-shot measure and obviously much depends on its aim and power of penetration. It also seems, from such recorded experiences, that this type of a program, especially where it is more or less mandatory, often serves to justify a school in doing no more about the international dimensions of its curriculum.

Very likely, the "world cultures" course (usually offered as 10th or 11th grade social studies course) will continue to carry the main responsibility for internationally oriented instruction well into the future.

SPONTANEOUS INTRA-CURRICULAR SHIFTS

The IDPE workshops and interviews indicate that considerable dosages of international perspectives are injected into the formal educational process by teachers acting singly in the relative sanctity of their subjects and classrooms. As pointed out previously, the purposes of the IDPE project and its method of inquiry preclude the possibility of any statistically meaningful statements about the relative volume of such efforts going on in the nation's schools. However, this approach appears frequent enough to warrant a description and commentary, as well as a subsequent analysis and evaluation.

This approach to internationally oriented teaching is pursued below the surface of the formal curriculum and, as some experiences suggest, out of sight, of the formal educational establishment. Some recorded examples of spontaneous intra-curricular shifts provide the best description:

* A music teacher in a 10th grade in a Midwest school goes well beyond a routine survey of famous composers to place them within a broader cultural, socio-economic and even political context. For instance, after listening to selections from Wagner and Dvorak, the students learn about the cultural affinity of Germans and Czechs, also reflected in the Wagnerian influence on Dvorak's compositions, and about the socio-economic and political forces powerful enough to overcome that cultural affinity and convert it into a relationship of social resentment and political hostility. This "international outreach" is followed throughout the music history course.

* A social studies teacher in a New York school, in a mandated 8th grade course on the history of the state, selects two medium-sized cities in the state to show how international developments and foreign involvements affected their growth and character, and systematically examines the circumstances abroad which generated the transnational flows. The students were guided toward a special assignment calling for the identification and explanation of similar influences affecting the early history of their own community.

As in the previous two sections describing various approaches to internationally oriented instruction, there is as yet no intent to judge their value and effectiveness although, inevitably, some evaluative statements may have intruded into the text.

SPONTANEOUS AD HOC EFFORTS

Faced with what they sense to be students' disinterest in international affairs and foreign cultures, some teachers tend to seize opportunities offered by dramatic, visible and emotionally reported foreign developments to fuse the international dimension into their curricular areas. In the classroom, as in the society at large, these episodic flares of interest stimulate a more intense process of learning about the world beyond national boundaries. It is quite possible, as our information on classroom experiences indicates, that in terms of the quantity of information on international and foreign matters, transmitted on such occasions through the formal educational process, these spontaneous ad hoc efforts mounted by the teachers are a very major channel through which the international dimension enters the regular curriculum. During some IDPE workshops and interviews, the participating teachers reported that on

the occasions of international crises and dramatic happenings, even their colleagues who normally displayed no active or visible interest in international relations, used the opportunity to tie the eye-catching foreign developments into their classroom work.

Once more, judgments about the quality of such teaching efforts would be inappropriate in this descriptive part of the report. It must be noted, however, that the educational value of the spontaneous ad hoc efforts, even more than that of the other approaches to internationally oriented learning, depends heavily on the competence of the faculty. Quite often, the instructional units responding to the international event are not, and cannot be, well prepared; the materials employed are often rather ephemeral; while the factual information transmitted in the process may be substantial, it is not obvious that training in critical information processing is also enhanced or, where that may have been the intended educational goal, that a better understanding of the global diversity, and an increased tolerance towards it, has been achieved.

Examples of spontaneous ad hoc efforts abound. Among them, one has particular descriptive value. Several teachers from various East Coast schools reported that the Biafran unsuccessful fight for independence stimulated a number of social studies teachers, in intermediate and upper grades, to adjust their curriculum towards the crisis in Nigeria. At least three such instances were reported also from schools in other regions and it is quite possible that it was in fact a nation-wide phenomenon. In at least two of the East Coast schools, the originally programmed

instruction about Latin America was scratched to make room for the African affair. To increase the students' attentiveness through personal involvement, some of the teachers led the students to organize and conduct collections in support of the Biafrans. In at least one case, the teacher involved tested for the informational increment achieved by his classes at the end of a seven week period of concentrated effort; his report suggested that it was "well above average and beyond any expectation" -- however that conclusion was reached. "Without the Biafran crisis," the comment continued, "I could never hope to have them learn so much and so quickly about political and physical geography of tropical Africa, the tribal diversity, the economic and social problems and a lot of other facts." As far as known, no testing was done to assess the magnitude and direction of attitudinal change.*

FACTORS

A wide variety of factors affects internationally oriented

* A telephone check with a number of contacts in East coast public schools indicates that the Iranian "hostage" crisis in late 1979 has led to a considerable number of spontaneous ad hoc efforts to bring the international dimension into the curricular contexts at intermediate as well as upper grade levels. Most of the comments in the paragraphs above, especially in connection with the Biafran episode, appear to be even more pertinent in the Iranian instance. It is quite likely that the intensity of cognitive learning -- the accumulation of basic information about south-west Asia and Islamic societies, about international law and some processes of dispute settlement, about the connection between economic dependencies and politics -- stimulated by the Iranian crisis was even higher than in the Biafran case, and so probably are also the doubts about the direction and desirability of the accompanying attitudinal change and about the value of the concurrent training in critical information processing.

teaching programs at precollegiate levels. However, their effects are not constant. Depending on the instructional approach, the influence of the same factor may significantly increase or decrease; obviously, one and the same factor may be vital for the development and maintenance of a comprehensive ID program, relatively unimportant for a self-contained ID course, and irrelevant for a spontaneous intra-curricular shift toward an increased ID. Furthermore, the relative impact of a specific factor may be considerably modified by the entire set of effective elements of which it is a part; the confluence of two factors may have a synergic effect in multiplying their impact, or it may result in one or both being weakened or cancelled out.

In the paragraphs below, several of these factors are examined and evaluated as to their potential influence on various ID approaches and as to their mutual relationship; this examination and evaluation is based on the field experiences tapped through the IDPE project. The findings are then used, in the third section of this summary report, to construct an operational matrix of criteria for the design and evaluation of the ID programs.

PROGRAM OBJECTIVES

The most vexing issue faced by the IDPE project staff and their consultants was the question of the definition and articulation of goals pursued by ID programs. From the beginning of the project and throughout its entire course, there was at all levels a unanimous agreement on one point:

that a clear formulation of the educational goals of an ID program was one of the absolute prerequisites of effective teaching and that, without such a goal formulation, it was not even possible to assess the educational effectiveness of the teaching effort. Beyond this point, unanimity ceased.

Goal articulation as a process

Extreme fuzziness characterized the discussions in many IDPE workshops and several responses in the interview series whenever the issue of goals was raised and, in particular, when the issue was pushed into its operational aspect represented by the question how instructional goals should be formulated. All one can distill from the masses of groping comments offered by teachers, administrators, college and university level consultants and other resource persons, is a remarkable range of views with very few points around which opinions and experiences cluster. At one extreme were proposals that a detailed set of goals should be articulated by some select group of experts, perhaps at the national level or at least endowed by an aura of legitimacy and authority, and that it be then offered to teachers as a guide -- or a kind of shopping list -- in the form of a comprehensive and reasoned compilation. At the opposite pole of the opinion spectrum was the view that any detailed formulation of goals for an ID program is too difficult and often leads to endless groping, that it generates conflict between teachers, administrators and other members of a school community by raising ideologically sensitive issues, and that therefore it should be left to the discretion of teachers without

requiring them to state their goals openly and specifically. On closer look, the two disparate views have a common denominator: the teachers should be neither asked nor expected to formulate and openly state the goals of the teaching program for which they are nevertheless ultimately responsible and which stands or falls on their capability and talent.

The only discernible cluster of opinion appeared around the view, backed primarily by those with considerable teaching experience in internationally oriented fields, that it is indeed up to the teachers to state the educational aims of their ID efforts -- "so they themselves fully understand where they are going and how to get there" -- but that such statements on goals should be broad and brief -- "so as not to rouse the parochial zealots in the community and on the faculty."

Looking at reported experiences alone -- as opposed to opinions -- and particularly at those experiences with ID programs considered successful, it is apparent that in each case there was some conscious, systematic effort to define the educational aim, and that it was used to both guide the instruction and assess its effectiveness.

It is also obvious, however, that the process of goal articulation varies in importance and in consequences according to the type of the ID program planned. It is almost inconceivable, theoretically as well as attested by reported practical instances, that a comprehensive ID program, involving a number of teaching faculty in a coordinated undertaking and often representing a major

and long-term commitment of the school, should be mounted without carefully articulated educational goals. Not only does the identification of the goals help to set instructional priorities.

An equally important function of the process of goal articulation is that it brings out into the open possible conceptual and ideological disagreements among the participating personnel, and quite often also helps to sensitize the proponents of the ID program to potential community centers of criticism and opposition that could threaten the program. Indeed, should the areas of disagreement among the participating faculty prove unbridgeable, the entire ID program may better be redesigned or scratched, and the interest in ID teaching channelled through other, less sensitive approaches. Similar response may be inevitable in case of potentially strong opposition among those with influence in the wider school community. In one reported instance the faculty, intent on launching a comprehensive ID program, decided to delay the project and use the time to work with selected community leaders to gain their support. In a somewhat similar situation elsewhere, the expected opposition of some faculty and community groups was effectively reduced through a series of public lectures on international affairs contributed by senior faculty from a reputable university; this "legitimizing" effort also had its educational by-product.

These considerations and examples illustrate the earlier point regarding the links between specific factors affecting the development of ID programs -- in this instance, the links between

goal articulation and community attitudes. (More on the latter in a section below dealing with "Community Constraints and Opportunities.") But they also illuminate the fact that in the case of ID approaches other than the comprehensive, coordinated curricular programs, the process of goal articulation may be less sensitive and less intertwined with other factors, while the importance for effective ID instruction of clearly articulated goals may remain undiminished. This became very clear from a number of interviews with teachers who had considerable experience with ID efforts categorized above as "spontaneous intra-curricular shifts" and "spontaneous ad hoc efforts." In many cases, the respondents' explanations why they decided to build international components into their regular teaching subjects were given in affective terms: to sensitize students to the global interconnectedness of human and social affairs; to strengthen global loyalties in the human family; to stimulate transnational and cross-cultural tolerance. Yet quite often, when asked to assess the educational outcome, they cited cognitive gains: the often dramatic increases in factual information about foreign countries or international institutions absorbed -- but not necessarily synthesized -- by the students. One may, perhaps, consider the possibility that some of these spontaneous efforts were originally undertaken without clearly articulated goals, that the teachers may have acted more or less intuitively, carried by sincere and well-meaning but still vague enthusiasm for the global ideal.

Affective v. cognitive learning

The apparent dichotomy between cognitive and affective aims of internationally oriented instruction has already emerged in the preceding section. It also emerged, often quite forcefully, during the various phases of the IDPE project. We put aside, at least for the moment, the question whether that dichotomy is more apparent than real and where are the points of fusion or conflict. It is sufficient to record the fact that most respondents in the IDPE project did consider the dichotomy real and significant.

There was a fairly clear division of opinion on this issue separating the participants in IDPE-organized workshops (and in other internationally oriented group meetings of educators) from individuals interviewed by IDPE staff simply because they had been known as teachers in subjects with internationally relevant content.

The majority of workshop participants fell into the category of "global perspectives," "global citizenship," "one-world education" -- terms encompassing the affective aim. Their contributions to discussion, whether they voiced their opinions or related their experiences, carried a sense of a deeply felt mission of socializing the young for and into a more cooperative and peaceful global community of men rather than nations. There seems to be little doubt that without this category of teachers the chances for strengthening the international dimension of precollegiate education, for affective or cognitive ends, would be even smaller

than they are today, and the hopes for significant changes would be, without them, quite unrealistic. However, the enthusiasm for pursuing a noble mission may be a prerequisite, but it is not a substitute, for a clear, intellectually disciplined perception of what it is a given ID effort is designed to achieve, how that goal relates to other more general goals of the total process of education and socialization, and by what specific means it can be effectively sought.

In the affective domain, the goal articulation efforts examined under the IDPE project displayed two types of inadequacy. First, the goals were rarely formulated with sufficient specificity to serve as operational guides to actual teaching. Second, the question whether or not there was an adequate base of factual information (the cognitive component) already absorbed by the students (and, indeed, how much was "adequate") was rarely raised and examined. In fact, some of the advocates of the affective approach complained about "cognitive predominance." They even saw that predominance as growing because the formal systems of grading and testing students focused on cognitive learning and hence was causing the reward system for teachers to be geared principally to the cognitive approach.

Internationally oriented teachers emphasizing the cognitive goals were mostly represented among those individually interviewed by the IDPE staff. Some of them had actually declined invitations to IDPE workshops because, as one later admitted, "the discussions about training for global citizenship are endless and non-productive; the kids simply have to learn first what's out there, that Sri Lanka

is not an Aztec shrine in Uruguay."

However, it appears that the goals set for the cognitive approach were articulated with no greater clarity and specificity than those in the affective domain. Obviously, no objectively valid judgment can be made regarding the minimal level of information that students at different grades should possess about the rest of the world to give them a sound measure of global civic literacy.* Yet any instructional effort to expand that literacy needs to be guided by some criteria determining the expected amount of learning and establishing priorities among the sets of available information. An examination of three "world cultures" courses in different schools revealed that the teachers simply relied on the assigned readings about Africa, China, the Islamic world, and South America; only at the end of each teaching unit "goals" were set by constructing examination questions derived from the texts.

The second problem related to the cognitive approach is less visible yet more important. In the daily life of the classroom, it is apparently easy and common to forget that descriptive, "value-free" data are transformed, in the learner's mind, into

*The term "civic literacy" is used in its narrower, more technical sense: it refers to a quantity of knowledge and knowledge skills (e.g., analytical, comparative, investigative, etc.) rather than a quality of attitudes, civic loyalties and perspectives that may be developed through such knowledge. This somewhat differs from the more expanded and qualitative meaning of the term as it was employed, for instance, in Ward Morehouse, "A New Civic Literacy: American Education and Global Interdependence," Interdependence Series No. 3, Aspen Institute for Humanistic Studies, 1975.

value-laden images, that socially significant cognitive knowledge generates attitudinal change. The bridge between the two consists of the individual's value system, however imperfectly developed; and of skills such as information processing and critical appraisal. While the followers of the cognitive approach may have their own strong reasons for refusing to "dictate social attitudes through the process of instruction," in the words of an IDPE respondent, they may be still affecting them, and affecting them in undesirable directions, especially if they do not simultaneously provide training in critical information processing.*

Implications for ID teaching programs

Severe practical implications flow from the preceding discussion of ID program objectives. The formulation of objectives is clearly a central and often crucial factor determining the effectiveness of an ID program. On the basis of the field experience examined under the ID project, it is also clear that goal formulation may be the most intractable task facing program designers and evaluators.

Making judgments about the relative merits of cognitive and

* In a recent follow-up on an earlier interview, an IDPE respondent stated the problem simply: "I used the Iranian crisis intensively and the kids learned a lot of facts about the entire Middle East and about the Moslems and oil politics and international diplomacy and law." And then as an afterthought: "Beats me if they know what to do with it. I don't."

affective aims of ID programs is, of course, outside the mandate of the IDPE project; and it is also unnecessary. In fact, the two are so intertwined that, from the point of view of program evaluation, they need not be distinguished. We have found, while formulating workable evaluative criteria by which to assess the impact of program objectives on the feasibility, and on the educational outcomes of an ID program, that the same set of criteria is useful for both approaches. This simply reflects the recognition, derived from the field experience, that affective approaches have an important cognitive component while cognitive approaches have equally important affective implications.

As suggested earlier, evaluative criteria can be neither constant nor uniform; they may vary according to the type of a given ID program, and they also depend on the particular combination of other factors affecting the program.

— Comprehensive ID programs —

For a sound design of a comprehensive ID program, the formulation of objectives is of fundamental importance. It should be done at two levels.

First, the goals should be articulated on the basis of an agreement collectively reached by the participating faculty and should be shared with the entire school community or at least with those who are influential in curriculum planning and in the school's educational policy. It appears that too many comprehensive ID programs, put together by faculty groups working quietly on their own, ran into serious obstacles after considerable energies were

invested into their preparation. At this level, a fairly general statement of goals seems sufficient to fulfill its main functions: to test the agreement among the faculty participants on what is to be done, to establish the program's legitimacy within the school, to identify and mobilize supporting services, and to preclude possible future frictions and destructive criticism that the program may generate.

Second, the articulated goals need to be converted into specific educational objectives expressed in operational terms. One effective form used in some schools was a list of fairly detailed questions to which the students involved in the program were expected to respond competently at given stages. Substantively, the questions should be of three types: those testing the increments in cognitive knowledge; questions calling for the exercise of skills in information processing; and questions aimed at attitudinal development.

Beyond these two substantive steps in goal articulation, a third evaluative task in the design or appraisal of comprehensive ID programs lies in the area of program integration. From the operational standpoint, this is often a particularly sensitive issue. As suggested by the recorded practice, initiators of comprehensive ID programs frequently start by scanning the entire faculty in search for those with "international interests, involvement, and/or experience." The related problems of teacher competence are examined below in sections on instructional capabilities. In the present context of program objectives it is sufficient to note

that this mode of individual recruitment conducted before program objectives have been worked out often results in programs inadequately "stitched together," with units that are not mutually reinforcing and often are incompatible, and with objectives which are subsequently formulated as post-facto rationalizations rather than as an educational design. The criterion of goal integration thus stands out as a primary issue.

Self-contained ID courses

The criterion of goal formulation plays a different role in cases where the ID effort is confined to individual, usually one-year or even half-year courses of the "world cultures" type. The problem with this form is that it is at once the most widely used and the most routinized approach to ID teaching. The field practice reported under the IDPE project suggests that this form most often comes in one of two editions: (a) single-teacher course based on a general "world cultures" text; (b) a course taught in consecutive segments by three or more teachers each specializing in a different cultural or geographical region, and based on regionally focused texts.

In either edition, the goal articulation effort is usually at a minimum if it is made at all. The function of goal articulation is largely left up to the required text itself. An almost complete routinization takes place where the teacher fully relies even on the review questions accompanying the text. There undoubtedly are texts of good quality with a well designed set of educational objectives. But even the best volumes, in order to

attract diverse interests of educators, normally follow diverse goals mirrored in undifferentiated sets of review questions which must be carefully sorted out if they are to fit the specific needs of a given class and the specific aims and special competencies of the teachers using them.

The resulting evaluative criteria reflect this issue. First, the selection of the basic text or texts needs to be justified in terms of general educational goals fitting the instructional situation. Second, there is almost always a need for creative adaptation of the text according to specific educational goals which, once clearly articulated, help in selecting particular segments of the text for emphasis or amplification through the use of auxiliary resources -- lectures, discussions, audio-visual materials, special assignments, supplementary readings, etc. Obviously, these minimal requirements become even more important, and more difficult to meet, when a self-contained ID course is taught in segments by several faculty.*

* In one instance, monitored by the IDPE staff, the following pattern emerged in a one-year ninth-grade course representing a regular unit of the social studies curriculum. The first quarter was devoted to a survey of ancient civilizations. The second, labeled "The African World," concentrated on life in a remote village in tropical Africa as described by an African boy in a first-person narrative. The third quarter belonged to China together with a quick scan of other Asian countries from India to Japan; as far as could be determined, the emphasis was on assorted historical, geographic, demographic and other descriptive data. The final quarter took up Western Europe; taught by a teacher with French ancestry, it was predominantly focused on French history with considerable attention paid to eighteenth century links between France and the United States. This note is not meant as a substantive criticism of the format of the course; a pedagogically sound argument could be made for the changing levels at which foreign regions or cultures are examined. The point made here is that the course had no direction; interviews showed that no educational objectives were agreed upon or even discussed by the participating teachers. Although individual segments may have been competently handled, the opportunity to integrate the parts so that they would be mutually supportive appeared to have been missed.

—— Spontaneous ID projects ——

Formulation of educational goals for spontaneous ID-oriented efforts, whether they take the form of intra-curricular adjustments or are of an ad hoc nature, presents common problems and may respond to the same evaluative criteria. As spontaneous undertakings by individual faculty personally motivated to inject the international dimension into a curricular program which does not specifically provide for it, this type of ID effort presents a valuable opportunity and serious risks. As to the risky side: the teacher using this approach is not accountable either for the instructional process or for its outcome, and therefore under no compulsion to formulate, justify, and live up to specific educational goals. Coupled with the fact that at least some teachers resorting to spontaneous ID projects do so on the spur of a moment and as an expression of their own personal motives, the failure to ask and answer in terms of educational goals the basic question "why" may be that much more serious for the educational outcome.

However, the positive potential of spontaneous ID efforts is great. In a sense, they could represent disciplined reflections of social reality better than the more structured forms: instead of separating international matters out and enclosing them in special courses, they blend the international dimension into the regular curricular substance.

To enhance these opportunities and reduce the risks associated with spontaneous ID efforts, the formulation of educational

objectives should respond to two primary criteria. The first is straightforward: what is the student expected to gain from the ID experience in terms of cognitive knowledge, of analytical and critical competence, or of attitudinal maturity? The second is subtler: how well does that goal fit into the broader curricular setting within which it is to be offered?

Linkages and dependencies

As already suggested in the foregoing paragraphs, the criteria pertaining to the formulation of educational objectives for the various types of ID approaches are closely linked and often dependent on other factors surrounding the various programs, courses, and projects. These linkages and dependencies are fully reflected in the matrices of evaluative criteria presented in the final section of this summary report. At this juncture it is only important to stress some variations. The criteria pertaining to educational objectives for comprehensive ID programs connect with almost all other factors which affect a program's effectiveness, especially faculty training and competence, capabilities of support staff, the school's material resources, opportunities for faculty development, school personnel policies and reward system, community attitudes and involvement, social characteristics of the student body, etc. In the case of self-contained ID courses, some of the relationships between goal articulation and other factors are less significant or even irrelevant; e.g., community attitudes and involvement. And a still different set of links characterizes the evaluative criteria for spontaneous ID projects.

INSTRUCTIONAL CAPABILITIES

Faculty training and competence in internationally oriented fields and subjects comprise a vital element in the entire chain of factors on which effective ID instruction depends. It determines the soundness of educational goals, the quality of the instructional process, and the relevance and solidity of the educational outcomes. If this states the obvious, it must be so only in theory; field practice suggests something entirely different.

According to some statistical evidence, faculty training and competence also represent the weakest element in internationally oriented education. According to a report on the state of teacher training in international subjects in the United States, only eight percent of the 225,000 teachers graduated each year have had any formal exposure to information, analysis, or experience in the international field. Less than one percent of the school districts were reportedly making any attempt, through hiring procedures or in-service training, to promote international education. Out of 900 deans of teachers' colleges, sixty percent said that they had absolutely no interest in internationally oriented education; of the forty percent who professed some interest, only one tenth -- i.e., 36 or four percent of the total -- indicated that their institutions made some provisions for such teacher training.* Admittedly, formal instruction is not necessarily

* William P. Shaw, "Global Education: Helping Secondary Students Understand International Issues," report of an international seminar (Dayton: Kettering Foundation, 1974), pp. 10-11. The statistical data were contained in a seminar report by Dr. Frank Klassen, director of International Programs of the American Association of Colleges of Teacher Education.

the only or always the best source of learning in international or foreign subjects and fields. However, it does have a unique quality: properly carried out, it also teaches analytical skills and capabilities in critical information processing so crucially important for understanding events, institutions, values, and complex processes far beyond the observer's physical, social and cultural horizons.

The field-related evidence examined under the IDPE project parallels the statistical indices. Workshop discussions, meetings and interviews almost uniformly attested to (or in various ways reflected) the fact that all a teacher must do to gain admittance to the invisible fraternity of internationally oriented educators or end up teaching subjects with international dimensions, is to display a strong personal interest in international or foreign matters and a belief that such matters should be incorporated into the curricula. Motivation is then taken to be synonymous with professional competence.

These observations by no means exclude the possibility that teachers who are highly motivated toward internationally oriented teaching are also competent to do so. Rather, the intent of these comments is to underline the fact that if formally achieved competence were to be the chief criterion for teacher recruitment there would be hardly any ID-related instruction in the nation's schools, and the advocacy for strengthening internationally oriented education would lose many of its most persuasive spokesmen. However, the problem of teacher competence is of sufficient

magnitude to warrant further examination of the related field experience and its implications.

Formal Training v. required skills

Several IDPE workshops and interviews revealed that even teachers with some formal pre-service or in-service training in international subjects often lack competence to handle specific ID oriented instructional tasks. This problem manifests itself most often in cases where educational objectives require teachers to project global perspectives and globally significant cross-cultural insights, while the teachers responsible had received their training in a narrow field of area studies. Some IDPE workshops recognized this problem when their participants complained about a lack of opportunities for both pre-service and in-service training geared toward a broader coverage of international subjects in their global setting. There are, of course, many other incompatibilities between formal training and required teaching competence. However, their fundamental cause is the same: the paucity of internationally oriented programs in teacher colleges and in the in-service training system.

Personal experience and professional competence

We have already mentioned that the teacher's motivation toward internationally oriented instruction often substitutes for competence. Closely related to this is the frequent assumption that teachers of foreign origin or with long itineraries of foreign travel are thereby adequately equipped for classroom work in subjects with international dimensions. This assumption is

clearly implied in numerous efforts to evaluate the "internationalism" of state education programs by giving positive marks to those states which do not require U.S. citizenship for teacher certification, and which encourage the hiring of teachers with foreign backgrounds. While such policies may indeed help toward expanding the international and intercultural dimensions of precollegiate education in a general way by enhancing the cultural diversity of the total educational setting, there is no automatic guarantee that they will contribute to the success of every ID program. The IDPE inquiry detected some apprehension that while foreign background or experience may enlarge a teacher's cognitive knowledge about specific areas of the world beyond the U.S. boundaries, they do not necessarily generate preferred affective aspects -- tolerance for cultural and social diversity, a global sense of transnational links and relationships, critical appreciation of the global unity and interconnectedness of issues facing the international community. Possibly this apprehension reflects the recognition that some ethnic minorities in the United States, or at least their segments, have been displaying parochial or even chauvinistic attitudes to no lesser degree than some of the strongly self-centered nationalist groups, and that foreign travel may reduce as well as intensify such narrow attitudes. Regarding the special cognitive knowledge that a teacher of foreign background or with substantial foreign experience is likely to have, the question is the same as that with reference to formal training: since personal experience of this type is bound to be limited to one or at best very few foreign areas, and may not have been

tempered and sharpened through conscious, intellectually disciplined appraisal, is it an experience capable of contributing to a given instructional program with an international orientation?

International training of subject teachers

A third area of concern and of considerable difficulty, illuminated by some IDPE workshops either explicitly or by implication, involves the pre-service or in-service preparation of teachers expected to handle international dimensions in subjects other than social studies and closely related fields. This issue touches primarily on precollegiate programs and courses aiming to strengthen the international dimensions via the indirect approach: by systematically injecting the international aspects of human and social interactions and interdependencies into science courses, music and art, English language and literature, etc. The workshops indicate that here, more than anywhere else, internationally oriented efforts suffer from improvisation and amateurism, and the need to train the teachers more adequately in both substance and skills is greatest. Whatever changes this may require in teacher-training policies, the recognition of the problem suggests that a careful review of the specific, internationally oriented preparation of subject teachers represents the application of a criterion that may help in the planning as well as evaluation of ID programs and projects.

Support staff: utilization and training

A wide area of inquiry under the IDPE project was opened when some workshop participants raised the issue of material and human

resources capable and needed for the support of ID teaching in all of its forms. While the question of material resources is examined further below, the human resources issue falls directly into the present category devoted to instructional capabilities. Two distinct groups of "support staff" capable of significant contribution to ID programs and projects have been identified.

—— Teachers as ID resource people ——

In a surprisingly large number of instances, participants in IDPE workshops and interview respondents reported that they knew of only very few attempts to utilize in ID programs the special types of knowledge and insights on the part of faculty members with personal types of international experience. This refers, of course, to teachers of various subjects who did not individually and directly teach in internationally oriented subjects. Yet ID programs in which such attempts had been made were reported as benefitting considerably.

One of the reasons for the reticence to utilize the human resources available on the school faculty may lie precisely in the feeling, shared mostly by teachers who were professionally trained in international subjects and discussed earlier, that personal experiences with international dimensions do not necessarily amount to competence and sometimes even detract from it. Yet there is a substantial difference between using personal international experience as a competence base for teaching, and utilizing that experience as a resource by teachers with the requisite preparation and skills. Given the overall weakness in internationally

oriented instructional capabilities, the underutilization of a potentially rich human resource appears inopportune and wasteful.* Somewhat similar observations pertain to the use of students with foreign backgrounds or extensive international experiences as resource persons in the support of specific units within ID programs and projects. As far as the randomness of IDPE data allows any generalization, it appears that ID teachers do resort to students more readily than to their colleagues and other staff. However, those who have done so caution against overuse and stress that, normally, considerable advance work is needed especially when the student serving as a resource person exercises that role directly in the classroom.

—— Support staff in school libraries ——

Here we are opening an issue of such proportions that it would warrant an independent, nationwide study. Its significance reaches far beyond the interests of internationally oriented teaching, yet the problems surrounding the issue remain unsolved and, in fact, largely ignored.

In the present context we are concerned with the competence and utilization of school librarians as the key support people for ID programs and projects. (The term "school librarian" is used in

* The following comment was made in one of the interviews: "We did wonder why [John] wasn't consulting with [Ted] when covering Latin America in the world cultures course. [Ted] is a math teacher but, after all, he did spend some three years in either Colombia or Ecuador with the Peace Corps. But then we figured that John didn't feel like doing it because it could show how relatively very little he knew about those countries. Can't say I blame him too much."

its broadest sense and comprises all other designations and related functions such as media specialists, audio-visual specialists, materials specialists, etc.) The question itself emerged on the agenda of the IDPE project by default: there was initially hardly any mention that school librarians do have a place in ID programs. They seemed non-existent, all seventeen to twenty thousand of them across the nation, even when workshop discussions turned to the subject of ID oriented teaching and study materials. In these discussions, many participating teachers complained about the frustrating business of scanning lists of published materials without any real hope that they may have a good chance of sorting them out and of evaluating some of the more promising titles. The general feeling was that there was no time for a purposeful and systematic search and evaluation, and that quite often teachers did not have the professional competence to do so. Similar comments came in connection with self-produced teaching and learning materials that could reinforce specific instructional units of ID programs and courses; again, lack of time, lack of reliable and tested models. And again, too, no thought that school librarians could be called upon to ease the problem.

In the later stages of the IDPE project, the issue was injected into workshops and interviews directly by asking the participants and respondents about their experiences and their views on the subject. The following summarizes the general drift of the comments.

Although, in many states, the public as well as private schools give school librarians full faculty status, they are not teachers; they are trained as librarians, and they think like librarians. The center of their attention is well organized collections of books, records, films, and microforms, not the educational process going on in the classrooms. Whether or not they hold special teaching certificates as school librarians, they are mainly responsible for print and pictures, not for students. While they may sit on a number of academic committees, including curriculum committees, they are not expected to play very active roles; they are there simply to learn first-hand what is going on so they could adjust their book orders accordingly.

This brief summary of the recorded perceptions held by many classroom teachers may sound too harsh. What is even harsher, however, is that these are self-fulfilling perceptions. If the classroom teacher sees the school librarian as a guardian of shelves and drawers, this sets the approximate limits of the school librarian's function. (In many cases, that function appears to be even more constricted by school administrators casting the librarian in the role of a babysitter providing free periods for classroom teachers.) Yet through a somewhat tedious search, we did find schools in which the school librarian was a full-fledged participant in a comprehensive ID program; and we interviewed teachers involved in self-contained ID courses and in spontaneous curricular adjustments who found the cooperation of the school librarian not only beneficial but indispensable. (In

one school, the librarian was, until her retirement, the initiator and coordinator of a fairly extensive ID program.)

If the school librarians indeed are, as IDPE project data suggest, a grossly underutilized potential source of support for ID programs, how high is that potential in terms of school librarians' competence for professional work in fields with international dimensions?

Data gathering for statistical purposes has been outside the scope of the IDPE project. We have attempted to collect at least some lead indicators for this category, but the results have been at best meager. Reliable data are not only scarce; the real difficulty lies in the diversity of the standards for school librarians' training set by various schools of library service whose graduates represent the majority of school librarians, and is further compounded by the differences in the requirements for school librarian certification prescribed by the various states. In very general terms, the typical formal training of school librarians appears to be lacking in international dimensions at least as much as the formal training of classroom teachers. However, school librarians' training -- formal as well as work-related -- does contain significant elements with international dimensions. The formal phase usually comprises courses in social science literature, in humanities literature, and in reference work, all of them with considerable reach beyond the national boundaries. The work-related training is an everyday process, continuous and irresistible: by the nature of their work, and unlike teachers, school librarians are generalists. Even when

they serve reference functions for teachers and students only sporadically, they become conversant with the substance of a wide variety of materials including materials dealing with internationally oriented topics. The IDPE project staff interviewed five school librarians (two in New York, three in Pennsylvania) whose primary functions were of the babysitting and clerical kind and completely without any meaningful involvement in curricular affairs or in the formal teaching process. Yet in conversation they demonstrated solidly based knowledge ranging across subjects such as the ethnic roots of historical conflicts in Southeast Asia, the beginnings of Japanese modernization in the period of the Meiji restoration, and the political nature of the Helsinki agreements.

Implications for ID teaching programs

Criteria derived from the foregoing discussion of instructional capabilities need not be finely differentiated as to the type of the ID program being evaluated. While the operational matrices of evaluative criteria presented in the final section of this summary report do assign slightly different ratings to instructional capabilities required for comprehensive ID programs and to spontaneous ID efforts, the competence problem is in all instances so acute and so pervasive that it precludes too much variation. In other words, professional competence is the pivot on which ID programs turn, and must be evaluated as such precisely because it has been so widely ignored by so many in designing and operating ID programs and projects.

The only significant variation in setting the value of professional capabilities emerges when ID programs and projects are judged according to their preferred outcomes, usually expressed as short-term and long-term objectives. These are the alternative perspectives:

When an ID program (of any specific type) is being introduced under critical conditions -- i.e., where it must overcome considerable resistance stemming from the prevailing attitudes of non-participating faculty, of the administration, or of the school community -- the teaching competence of ID program people needs to be high, visible, and generally recognized.* I.e., there is a pressing need for the program to produce, on a short-term basis, viable educational results in the sense of the program's impact on students.

In more permissive conditions characterized by attitudes of tolerance or even direct support and encouragement, the latitude regarding the participating staff's competence is correspondingly wider and allows for the pursuit of long-term objectives: the ID program may then be looked upon not only as a productive educational experience for students but also as a training experience for the participating faculty. Of course, the training elements must be built into the program design and process; they may be represented by the availability of competent back-up by the school

* This issue of ID program legitimacy is examined more systematically as a source of evaluative criteria in the pertinent sections further below.

library, by program participants' access to resource persons on the faculty, by realistic and continuous opportunities for strengthening the initial faculty competence in ID subjects through contact, formal or informal, with international education specialists in neighboring institutions and organizations. In view of the generally low levels of faculty competence in international fields, the faculty-training ingredients of ID programs assume considerable significance and require special attention in program evaluation.

For the purposes of the present section, the criteria for evaluating instructional capabilities may be best formulated in the form of questions which can be converted later into rating factors for insertion into the comprehensive evaluative matrices.

——Independent questions——

What is the level of participating teachers' formal training in international subjects and analysis?

How extensive and pertinent was the previous involvement of participating teachers in internationally oriented education?

What is the overall quality of the participating teachers' previous formal and extra-mural exposure to internationally relevant experiences? (Judged in terms of extent, diversity, and intensity, as well as in terms of the teacher's propensity for a critical appraisal of such experience.)

What is the level of ID competence on the part of the supporting staff, judged by reference to their formal training, previous active involvement in analogous programs, and personal experience?

—— Dependent questions ——

(Included here are only questions reflecting the dependence of criteria of instructional capability on those conditions which have already been discussed in the preceding text. The full set of mutual dependencies is provided for only in the evaluative matrices.)

To what extent does the educational environment require prompt demonstration of faculty competence in handling ID subjects?

Does the ID program design effectively utilize components and resources that could contribute to the growth of participants' competence?

How closely do the level and nature of participants' competence match the ID program's educational objectives?

PROGRAM LEGITIMACY AND LEADERSHIP

Whether internationally oriented instruction at precollegiate levels proceeds through spontaneous teaching efforts, through self-contained courses, or through broader curricular adjustments in the form of comprehensive ID programs, questions of legitimacy arise. For purposes of evaluation, they stand high and cut deep: lack of legitimacy has buried many ID programs and projects, often before they could have been launched.

Conceptually, legitimacy and leadership are mutually independent categories. Legitimacy is, so to speak, extrovert: it gives the ID effort stability within the total educational setting, improves its chances of effective mobilization of needed resources material and human, stretches the program's life expectancy. Leadership is more introvert: it holds the program together, helps

to identify and remove weaknesses, assures internal balance between tasks and capabilities, provides for continuing development of instructional competence.

However, in comprehensive ID programs legitimacy and leadership are tied together. Where several curricular ID units operated by different teachers are combined in a cluster under the roof of a common ID program, leaders normally emerge from the faculty group. Their leadership role may derive from their earlier function as program initiators, from their recognized competence in subjects with international content, from their personal characteristics as articulate and forceful advocates of internationally oriented education, or simply from their organizational ability and a position of influence in the school or the school community. Whatever the roots, the leader of a comprehensive ID program also represents the program before non-participants, and may thus enhance the program's legitimacy or detract from it. This section will therefore initially and primarily focus on the role of the two factors in comprehensive ID programs, and only then examine the need for their modification in relation to the other forms of educational ID efforts.

Legitimacy as ID program requisite

In all instances of comprehensive ID programs examined under the IDPE project, the relative degree of legitimacy existing at

the inception of the program was relatively high.* There was no significant opposition to the notion that the international dimensions of the schools' curricula need to be strengthened, and that the faculty should assume the responsibility for initiating and sustaining the effort. Except for one case, there was no serious objection raised on the grounds that the faculty energies going into the ID effort will in some way weaken other fundamental tasks, particularly those directed at basic skills; in the one case the ID program leaders eventually succeeded in persuading both the school administration and the curriculum committee that the program will have no adverse effects on other educational priorities and may in fact complement them constructively. And in all instances, the school communities had socio-economic characteristics which usually result in enlightened attitudes favorable to "internationalizing" the educational process.

The fact that the IDPE project staff had no opportunity to examine a comprehensive ID program, which had been initiated and launched without having been perceived by the school and the school

* In some of the cases, information available to us indicated that during the period preceding the establishment of the ID programs, international affairs specialists from neighboring colleges, well-known diplomats and Department of State experts, an internationally oriented consultant for social studies from a state's Office of Education, and an international manager of a large corporation, lectured and participated in various meetings in the localities of the schools. It was impossible to determine how far such activities generated what the ID program initiators later perceived as a climate of legitimacy for the program, and how far the activities were simply reflections of pre-existing favorable attitudes toward internationally oriented learning.

community as a legitimate educational effort, probably means that in such conditions comprehensive ID programs rarely reach the take-off, and often are not even seriously considered. And it probably also means that if individual faculty motivated to strengthen the international dimension of their teaching refuse to be deterred by the initial adverse climate, they scale their plans down. We did come across instances where internationally oriented faculty overcame the initial lack of a climate of legitimacy by strengthening and sometimes expanding self-contained ID courses already established as regular curricular units. Finally, many spontaneous ID efforts were found to exist where a legitimacy climate was almost completely lacking. (We will return later to the consideration of specific aspects of legitimacy relating to these lower forms of ID efforts.)

Maintenance of program legitimacy

Once a comprehensive ID program has been mounted under generally favorable conditions, the issue of its continued legitimacy becomes predominantly an intra-institutional question; unless specific program components spill over and arouse critical community sensitivities, it is usually only up to the school itself to pass judgment on the program performance and educational merits.

The IDPE project recorded some experiences of established ID programs coming under a new critical scrutiny by the wider school community. One such instance was again occasioned by a participating faculty member who wanted to raise the attentiveness of the

students and "to sensitize them toward compassion spanning the global family of man" by injecting the Biafran affair into his social studies course. As in the previously cited example (pp. 18-19), the Biafra unit had an extracurricular component: the eighth-graders were organized into competitive groups collecting funds within the school and in their home neighborhoods for a political "Help Biafra" organization. The critical community feedback eventually reaching the school via the school board had no overt political motivations; the criticism focused on the time the students invested in the collections and on the resulting neglect of other school work. We failed to determine the real repercussions this episode had on the ID program as a whole; such effects, if any, became obscured by the fact that the ID program leader -- she had no personal connection with the episode -- was subsequently promoted to assistant principalship and with her departure from the faculty collective the ID program disintegrated as a coordinated program. However, according to one isolated interview with a member of the school board, the Biafran episode did make the board and some leading members of the local PTA chapter publicly raise questions whether the faculty concern with international and cross-cultural issues was educationally sound and "kept within sensible limits." The other reported instances differed in detail but were analogous in their general outlines and in their impact on the attitudes of the influential community towards the program.

The intra-school perceptions of a comprehensive ID program as a legitimate educational innovation are dependent on the same

elements as any other fairly innovative curricular enterprise. In a substantive sense, the program legitimacy depends on the academic reputation and capability of the program leader and on the professional competence of the participating faculty. The acceptance of the program by the students is usually evidenced not by the numbers of students who enroll in program components offered as electives as by their academic standing. Considerable approbation by the non-participating faculty was achieved by ID programs which were carefully and unobtrusively meshed into the curriculum so as to effectively reinforce other curricular tasks. In one instance, a specific ID component was constructed so as to parallel, in students' home assignments and class exercises, a special writing course. In the second year, the two teachers involved started to cooperate systematically. Operationally, the legitimacy of the program is often increased by its ability to attract outside funds and non-material values benefiting the school, such as favorable media publicity, invited speakers, or special events.

ID program leadership

Most IDPE project workshops and many interviews elicited comments and field observations on the problems arising from inadequate program leadership. Integrated and summarized, the project inputs clustered around two central themes labeled as "isolated leadership" and "proxy leadership."

-----"Isolated leadership"-----

There was considerable agreement that comprehensive ID programs were rarely initiated by school administrators or faculty committees. Even where such initiatives were observed, they were usually pinned onto an individual member of the teaching faculty. Thus the typical innovator, the visible and primary "agent of change" was a teacher whose social attitudes, personal and professional experiences, and sometimes specific competence obtained through pre-service or in-service training, set him or her up for a leadership role in the ID program. Yet those same characteristics also set the leader apart from the rest of the faculty. The distance -- or the isolation -- was often increased still further when the leader was a respected member of the faculty and enjoyed the support of the administration and of the school community. We learned of one very clear instance where, in fact, it was the standing and the influence of one faculty member which endowed the entire ID program with "legitimacy" -- a narrow and fragile base indeed.

The problem of "isolated leadership" was further aggravated when the innovator-leader succeeded in attracting to the program only colleagues with reputations of inexperience and/or mediocrity. Some IDPE workshop commentators noted that, unfortunately, internationally oriented educational efforts, because of their interdisciplinary and often experimental nature, had a tendency to attract those among the faculty who were simply looking for a refuge from the demands of their own subject fields and assignments

because they felt that their performance in them was less than optimal. In those circumstances, the obvious remedy to "isolated leadership" -- i.e., the development of competent and strong members of the program collective capable to carry on in case of leadership change -- is even harder to obtain.

———"Proxy leadership"——

The IDPE workshops highlighted, and subsequent interviews confirmed, specific difficulties for comprehensive ID programs arising from "proxy leadership" situations. This refers to instances where invited international relations experts and other outside resource people, typically recruited from nearby colleges and universities, assume too much responsibility for initiating and then guiding or even directing an ID program, while the participating school teachers are cast in the roles of followers and fail to develop their own leadership from the faculty ranks. Also perhaps typically, "proxy leadership" situations were usually found in conjunction with outside funding on which a broader, college-level ID program was based and of which the high school or elementary school effort was only a phase.

The IDPE project did identify cases where a college-based, funded program in international education generated through its outreach dimension a successful comprehensive ID program in a neighboring secondary or elementary school, and where the school program eventually developed its own leadership and gained its own momentum and legitimacy. These field observations closely

correspond with broader findings presented in a 1975 HEW study* which focused on adaptive planning for educational change without specific reference to internationally oriented innovations:

The projects that were implemented most smoothly had either a project director or district resource personnel whose understanding and experience (both in project methods and in the local setting) enabled them to make specific suggestions to help teachers implement the project. Teachers said that outside technical assistants performing a similar consulting role were ineffective and disappointing.

Leadership and planning

Although problems connected with ID program planning and implementation reach well beyond the question of leadership, the two aspects are in practice so closely related that, for the purpose of developing an integrated set of evaluated criteria, it is best to treat them in the present context.

IDPE workshops' participants addressing the issue of ID program leadership stressed the need for a comprehensive implementation strategy as a prerequisite of program viability and effectiveness. Such comments were usually based on the expectation that the development of the implementation strategy was primarily the task for the innovator-leader; that the strategy should be worked out in as much detail as possible to insure that the ID program will be well coordinated and that it would not unnecessarily disrupt other educational tasks of the school; and that the

* Paul Berman and Milbrey W. McLaughlin, Federal Programs Supporting Educational Change. Vol. IV: "The Findings in Review"; prepared for HEW-OE, R 1589/4-HEW, April 1975, p. 19.

detailed planning would help in identifying conditions, within the program itself or in the school, that could have an adverse impact on the program if left unchecked or ignored.

However, some of the field experiences recorded by the IDPE project did not entirely bear out the generalized workshop comments. In a few instances, excessively detailed planning of an implementation strategy proved counterproductive. It did not give the innovative ID effort sufficient elasticity needed when some program components did not work out as planned. More importantly, the tight implementation plan had a constricting effect: it inhibited the involvement in the ID program of individuals who had not been initially connected with the program design and development and had not been assigned tasks within it, yet whose participation would potentially contribute to the program's effectiveness and expand its scope. The implications of these experiences again parallel the more generalized findings of the Berman-McLaughlin study cited above and stressing that "in their first year the more successful projects avoided the extremes of almost no planning and of almost all planning."

Leadership and legitimacy in limited ID projects

It is evident that only very few of the foregoing observations apply to self-contained ID courses of the "world cultures" type and to spontaneous ID efforts.

The legitimacy issues themselves are clearly ever-present, but their poignancy is diminished by the relatively much lower visibility of the more limited instructional approaches. The one

particularly sensitive area emerges at the lowest end of the spectrum when inadequately thought out or incompetently performed spontaneous ad hoc efforts reduce the perceived legitimacy of internationally oriented teaching as a serious and valuable component of precollegiate education. This problem is connected with, and remediable through, previously discussed factors of careful formulation of educational objectives and teacher competence.

The leadership questions are of some significance in those self-contained ID courses which are team-taught -- in the experience of the IDPE project simultaneous team-teaching is very rare -- or taught by different faculty in successive and thematically separate segments. They only begin to emerge with some urgency where the less complex types of ID projects are to become the nuclei from which to fan out and eventually mobilize a wider faculty interest in strengthening the international dimension of their professional work.

Implications for ID programs

Most of the evaluative criteria stemming from the consideration of leadership and legitimacy issues relating to ID programs and projects are applicable to the comprehensive, multi-dimensional ID program. Those pertaining specifically to the less complex forms are identified as such, but will be separated only when included in the final evaluative matrices.

The leadership and legitimacy factors are again intertwined with other conditions affecting or characterizing internationally

oriented teaching. Legitimacy clearly connects quite intimately with the formulation of the ID program's or project's educational objectives and their formulation. Serious incompatibility between program goals and the social and political attitudes prevailing in the school or in the school community may result in equally serious obstacles in the development of the program. Still further relationships of mutual dependence have been noted between leadership, legitimacy, and participants' competence, and between leadership and the program's stability and life expectancy, to summarize just those which are of primary importance.

Again, we are employing the question form allowing for a direct conversion of evaluative criteria into rating factors included in the comprehensive matrices.

——Independent and dependent questions——

Is the ID program or project of such a nature or extent that it may invite reactions from the school or the school community?

If there is a likelihood of outside reactions to the ID program or project, have the direction and the force of such reactions been adequately assessed?

Does the program include sufficient components specifically designed to improve its legitimacy by reducing the likelihood of adverse outside reactions?

How strong is the evidence that the ID program enjoys the support of the school administration and of the non-participating faculty?

Does the effective leadership of the ID program or project rest with the school faculty? If not, how does the strength of the indigenous leadership compare with that of outside agents?

Has the effective leadership in the process of program design been adequately shared by other program participants?

Has the effective leadership in program implementation and coordination been adequately shared with other program participants?

Does the program leader enjoy a position of respect and influence?

Do the other program participants enjoy within the school good reputations for subject competence and teaching ability?

Is there a reasonable expectation that the program staff will be able to continue their ID work for a period beyond the initial program year? (As evidenced by tenure or expected tenure standing of participants as well as by the relative stability of their subject assignments.)

Has the program been worked out in sufficient detail allowing for its orderly implementation?

Does the program provide sufficient flexibility to allow for modifications and for the entry by formerly non-participating faculty?

In case of spontaneous ID efforts, could such efforts be publicized within the school and within the school community without apprehension that they would evoke adverse reactions?

To what extent can self-contained ID courses or spontaneous ID efforts serve as potential models for other ID endeavors within the school, or stimulate new interest in internationally oriented teaching?

INSTRUCTIONAL RESOURCES

This section concentrates on material resources needed for successful implementation of ID programs and projects, and also explores, on the basis of experiences examined through the IDPE inquiry, the facilities and potential for self-help in materials selection, preparation and effective use.

The general backdrop of the resource issue contains two major elements. First of all, there is an abundance of textual materials produced by commercial publishers as well as by non-profit groups and associations. Intended for teachers and students -- as preparatory texts, textbooks, or supplementary readings -- they cover all conceivable topics from international political issues, institutions, and processes to monographic treatments of specific foreign cultures or historic sketches of specific foreign areas and developments. Secondly, there are also considerable amounts of films, filmstrips, records or tapes; predominant among them are materials concentrating on specific regions, countries, or cultures, while the selections encompassing global issues or broad international and transnational processes and developments are somewhat more limited.

Second, in relation to this abundance bordering on glut, there is a dearth of mechanisms and methods to enable the teacher to know what is available, to sort out low quality materials, and then select whatever may fit the given instructional need. Guides and handbooks are available and some of them appear to be well executed; a notable example is a series of Teacher's Resource

Handbooks published in the mid-70's by the University of California at Los Angeles and covering in separate volumes the major regions of the world. Including all forms -- textual, audio-visual, and mixed -- the Handbooks arrange them by grade suitability from K to 12 and provide descriptive annotations. While among the best of their kind if indeed not the best, the Handbooks still do not discern the relative quality of the material. They do provide guidance on evaluation, but evaluation itself is left up to the teacher. To put this problem into a perspective: the volume for Latin America contains 1,347 entries (most of them published in a five-year period) of which some 400 are in the grades seven to nine category while the grades ten to twelve group is slightly larger. The Near East volume has 824 entries.

As a result of this situation, there appears to be an inverse relationship between resource availability at the teacher's level and the size and complexity of an ID program or project: the more comprehensive and more extensive the ID program, the less critical the question of a resource base. The spontaneous shifts in the internal emphasis of subject courses toward their international dimensions, and particularly the spontaneous ad hoc efforts, are typically beset by problems of resource availability. The reasons for the apparent contradiction, lie in the fact that the more comprehensive ID programs usually stimulate, due to their weight and visibility, a more adequate range of supporting services and of materials acquisition. The limited and often unstructured efforts mounted by individual teachers usually have to struggle on their own. Following some initial observations on general

issues of school resource base and resource services, the rest of this section will focus on specific resource problems connected with the major forms of ID programs and projects.

Institutional resource base

Probably no area in the formal organization of precollegiate educational programs in the United States can match the diversity characterizing the school resource bases and the related services. There are wide differences between regions and states, between counties, between and within school districts. In quantitative terms, the range is extreme. In one school, the reported holdings of the resource center considerably exceed even the high standards set for school media centers by the American Library Association/National Educational Association guidelines,* the materials purchase budget was more than double the recommended 6 percent of the national average for per student total operational cost, and the center was more than adequately staffed by one full-time professional for every 200 students and by several clerks and aides. In addition, the center had access to centralized school system services. In another school system less than 150 miles away from the first, in a similar suburban setting and with similar economic environment, reported holdings were less than fifty per cent of the recommended level and rather out of date since the purchase budget for collection renewal was under 2 percent of the

* E.g., 20 volumes, 150 magazine titles, 10 newspapers, 3 filmstrip and 1.5 film titles, and 6 records or tapes per one student, plus several hundred volumes and dozens of magazine titles in a special faculty collection.

average per student operational cost and there was one full-time professional librarian moving on a day-to-day basis between four schools with a total student population of 1400; there was some routine support from the school system central service. Since these two examples came from data obtained through the IDPE project without any claim of statistical completeness, it is quite probable that the actual range is wider than the two instances indicate. It is also probable that the general budgetary strains of most public and private schools, combined with the soaring prices of printed and audio-visual educational materials, have adversely affected most resource budgets and could have resulted in some leveling off of the range of diversity.

Institutional resource services

Much of the ground under this rubric has been covered in the preceding section on "Instructional Capabilities" (pp. 39-45 on "Support staff in school libraries"). It remains to add here by way of a summary that in general three major reasons account for the lack of effective library services that could enhance the quality of ID programs and projects:

(a) The general perception by teachers, administrators, and educators at various levels that librarians have little if any role to play as substantive participants in internationally oriented programs. The attitude was evident in IDPE project workshops and interviews; and it has been also reflected in most commentaries on curricular innovation which hardly ever even recognize the existence of school librarians and their potential contribution to the educa-

tional process. We have randomly selected one of UCLA Teacher's Resource Handbooks to look for references to school librarians as primary users of the bibliography. There was no such reference, direct or implied. The preface to the volume (Latin American Studies, pp. x-xi) cautions users that the entries have not been evaluated and encourages the use of two appended evaluation forms "which may assist the teacher in the task of materials evaluation"; also, the "teacher is urged to consult additional bibliographies."

(b) It also appears that in far too many schools, the school librarian is burdened with time consuming clerical duties from book labeling to writing overdue notices, and with essentially holding operations: whole classes are often sent to the library to allow teachers' free periods, without properly planned use of the time that could enable the librarian to make the library period into an integral part of the educational process and to provide support for curriculum components such as ID programs. This situation, of course, goes a long way toward stimulating and reinforcing the perception of the school librarian mentioned previously, regardless of the school librarian's competence and personal capabilities.

(c) Competence and personal capabilities represent the third major factor diminishing the school librarian's potential role in ID programs and projects. The mismatch in school librarians' professional training and the needed educational competence, as well as their specific lack of internationally oriented training, represent independent adverse factors; in addition, they encourage the situation discussed under (a) and (b), and in turn are reinforced by it.

The resource problem in comprehensive ID programs

When one combines the two elements -- the proliferating mass of internationally oriented educational materials and the inefficient mechanisms for its evaluation, for its sorting out and for its curricular targeting -- the result is inevitable: most teachers, as IDPE records indicate, grope for resources on their own or use what comes their way. The complaint "we don't know what's there, what's good, and how to get to it," was monitored in various versions from New York to California. It appears to be fairly common that teachers interested in ID projects or actively involved in them build up their own, often haphazard yet jealously guarded collections, as far as their classroom budgets or private pockets permit.

The comprehensive ID programs generally tend to alleviate the resource problem to at least some extent. They have to; and usually their sheer weight, their visibility and the support they command or can claim, makes for an improvement in the resource base and its servicing. The complex programs normally go through a longer discussion and planning stage; since most school librarians, whatever their working conditions and budgets, are not resigned to a clerical status, the signals of a new educational effort are picked up and acted upon by substantive adjustment of new material orders and by inventorying the existing holdings relevant to the program.

Of the comprehensive ID programs reviewed, each one that appeared educationally effective and proceeding rather smoothly

had incorporated into its design a constructive role assigned to the school's resource center and provided for a sensible range of resource services. While this improved the ID program's educational thrust in the classrooms, it also enhanced its value as a training ground contributing to further faculty development, including the school librarian's. The comprehensive ID programs that appeared struggling -- and whatever may have been the primary reasons for their difficulties -- often had less than adequate resources and resource services.

Resources and individual ID efforts

In smaller scale ID projects, especially those of the spontaneous type, the materials resource base itself becomes less crucial while their dependence on a whole range of effective resource services multiplies. When teachers start looking beyond the traditional classical forms of their subjects and seek to develop their international dimensions, they normally do not require a well established, diversified and balanced collection of internationally oriented materials. "What I needed most for my art class was some selected reading for myself and a good choice of classroom materials -- texts and pictures that would go together."

This was a characteristic comment echoed by many teachers from varying disciplines -- music, drama, economics, American government, even history of the state of Indiana. Underlying such comments was the reality of often inadequate teachers' preparation time and of inadequate overviews of available materials and their sources,

shortcomings at least partly remediable by competent resource services.

And the problem was magnified still further for teachers approaching the international dimension by injecting into their courses topical materials of high immediate relevance. While this approach may have many pitfalls, if properly executed it has considerable value in strengthening at least cognitive knowledge and skills of critical information processes in fields beyond the student's range of personal observation and experience. The IDPE project staff were able to inspect a custom-made package of materials developed by a school librarian in support of an ad hoc ID unit focused on Mexico as a potentially big oil producer. The unit was occasioned by some student questions in an economics class, at a period of increased U.S. concern with gasoline supplies, about the Mexican oil potential. The teacher responded by an effort to go beyond that topic and provide some perspective on the relationship of modernization and cultural change. The package prepared by the school librarian contained judiciously selected news and journal articles on Mexican oil sources; materials on the U.S.-Mexican oil nationalization dispute; pertinent selections marked in Politics and Society in Mexico (by Martin Needler, 1971); a sound filmstrip "Mexico: An Economy in Transition"; and marked selections in Tradition and Growth: A Study of Four Mexican Villages (by Manuel Avila, 1969). Appended was a short list of related readings for the teacher on library's reserve, and a short list of other textual and audio-visual material available on request from a

local college library. This may not have been the best package on the topic; but given the fact that it was prepared on short order to be used before the student interest may subside and shift, it was, by the teacher's testimony, much superior to what she could hope to put together. In a different, more developed and structured edition, the collection was later utilized by another social studies teacher for different purposes.

For the formulation of evaluative criteria, the message is clear and requires no further commentary beyond a statement: for small-scale, individual ID efforts, where the teacher's overall competence in internationally oriented subjects is often marginal and preparatory time is at a premium, the adequacy of resource services assumes a critical role.

Implications for evaluation of ID efforts

The main purpose of the foregoing observation has been to achieve much finer tuning of the evaluative criteria for ID programs and projects than what evaluative questionnaires and rating sheets usually confine to a single query: does the school instituting a new program have sufficient material resources for research and study? Frequently, even the issue of how "sufficiency" is to be measured is left open. The criteria embodied in the following set of questions seek to move evaluation toward that purpose.

Does the school housing a comprehensive ID program have library resources adequate to support each subject component of the program?

Are there adequate budgetary provisions to ensure that the ID

collection will be continuously updated and expanded so as to provide support for new teaching subjects and topics?

Has the school librarian participated in ID program design and implementation meetings or been fully informed about their substance during the planning stage?

Do the library staffing and the pattern of library utilization allow a continuing and active involvement by the professional staff in ID program implementation?

If for any reason the above questions result in low ratings, does the ID program specifically provide for adequate substitution or supplementary sources and services within the school?

If the ID program contemplates the use of library resources and services outside the school or the school system, to what extent would the program be able to retain its viability without such access?

Is the professional library staff competent, using the available or accessible resources, to provide ready service in support of specific ID teaching units?

Does the customary workload of the professional library staff permit such service involvement?

In case the library professionals are not normally able to provide ready service, is the administration able and willing to adjust the library routine as needed?

Do the faculty members participating in the ID program or individually involved in ID efforts customarily use the school library for their own preparation and for classroom purposes?

TEACHING ENVIRONMENT: INNER AND OUTER

Institutional rewards and incentives

Schools are not only centers of formal learning but also managerial systems and social systems. The managerial and social infrastructures appear to have considerable bearing on all curricular modifications and their implementation in the classroom. These relationships emerge with special intensity when the curricular modifications depart from their traditional patterns. While these may be commonplace if not trite observations, the interviewing IDPE project staff was still surprised by the frequency and vehemence of comments responding to some of the more prying questions why an ID program was considered unfeasible or why another was just limping or fading out -- comments, that is, referring to the managerial and social conditions of the teaching process.

Unavoidably, the specific focus of such comments was the system of faculty rewards. Apart from the obvious and general reasons, there are some which pertain specifically to ID programs and projects. Even where internationally oriented teaching enjoys a high level of approbation by the school as well as by the community and consequently attracts generous support, much still depends on the teacher's own extramural effort. International issues are singularly complex, laden with value judgments and therefore enmeshed in bias, rooted deeply in social, political and economic history; studies of cultural diversity often move along a precipitous path and, if not guided by disciplined knowledge and

mature understanding, may not reach their goals in the affective or cognitive domain. The real teaching competence adequate to the task does not come from one or two undergraduate or graduate courses and through occasional preparation periods that can be devoted to reading in well selected texts or well prepared topical learning packages. All this helps, but the teacher must go well beyond, and on his own time. In a very real sense, internationally oriented teaching at precollegiate levels is more difficult than at college and university levels where greater specialization is needed and opportunities for its development routinely provided, while there is somewhat lesser strain in overcoming the hurdle of a low cognitive base characteristic of the younger students.

Recognizing that teaching is for most faculty as much avocation as it is a money making occupation, a mission as much as work, there are clearly limits to demands on devotion. Once these limits are reached, faculty sensitivities regarding relative rewards enter the educational stage. In the perception of many teachers, and in the experience of some, internationally oriented teaching in the nation's schools is not materially rewarding, and often contains disincentives.

The reported patterns of salary merit increases and promotions associated with faculty involvement in ID programs and projects amounted to very mixed and inconclusive indicators, and were not on the top of the list of the collected comments. (One would almost infer that at least the internationally oriented teachers are a very impractical segment of a profession which seems to be getting

increasingly vocal and even militant in defending its material demands.) The most salient clusters of interview responses centered on issues typified by the following set of observations.

"It's true that I had more international affairs courses and greater foreign experience than anyone in the school, but if I get really involved in that project I will lose even the few preparatory periods I now have, my other classes will suffer and it will show on my performance rating."

"I expected that the school would cover my tuition for two graduate courses that could help me in the international project, but the grant committee turned me down and supported only the math teacher and the reading teacher -- each for the third time. So I am pulling out."

"Jim and I put a lot of extra effort into the Latin American cultures project, but when an opportunity comes along for someone to represent the school at a meeting in Mexico City, who goes? -- the assistant principal and his buddy the guidance officer."

The variations on comments such as these were numerous, reflecting many kinds of disincentives flowing from administrative priorities or from social disharmonies in the school communities and eventually arousing the sensitivity of those looking for tangible signs of recognition for their innovative ID effort.

All this does not suggest that negative teachers' perception of the reward implications of internationally oriented teaching efforts are prevalent in the profession. It needs to be re-emphasized that the IDPE project was not intended to arrive at statistical data permitting generalizations. In addition, both the workshops and interviews did bring simultaneous evidence of ID programs and projects which the teachers found rewarding in various tangible ways or else the question of rewards was not even raised

indicating that it played no role, positive or negative. Yet the issue does deserve consideration for the purpose of formulating evaluative criteria: the field experience shows that disincentives have an impact and may be indeed one of the reasons why the promoters of ID programs and projects fail to make progress in those many schools in which international education is conspicuous by its absence.

Outer setting: opportunities and inhibitions

The variety of environmental conditions affecting ID programs and projects is almost endless. Those selected for discussion in this summary report are a random group and their inclusion simply reflects the fact that they were brought up in IDPE project workshops and in the interview series. Some of them, by their substance, supplement the foregoing sections addressing different factors; they are treated accordingly in the analytical matrices of evaluative criteria presented below. It should be noted now, however, that their effects on ID programs is usually marginal in comparison with the factors which are internal to the school and the immediate school community.

——Institutional Links——

Several links between ID programs and projects at individual K-12 schools and other formal institutions were described as useful to various ID program stages -- design, planning, implementation, maintenance and expansion. The most commonly described type of linkage was a cooperative arrangement between the school and a

neighboring college or university. As far as could be determined from IDPE workshop records, many commentators on this topic were referring to their own assessment of the potential of the linkage rather than reflecting an actual experience. Yet, however based, the perception that such connections were important and had positive impact on many ID program conditions -- legitimacy,* faculty training, substantive guidance, and availability of additional resources -- was relatively strong and outweighed negative influences: inhibited development of indigenous program leadership, acceptance into the ID program of subjects and topics which did not fit the precollegiate levels of teaching and learning, and the reduced program stability when, in addition to the shifts of faculty interests and assignments within the ID program, similar shifts took place at the college or university.

Another type of institutional linkage connected a school's ID program with similarly oriented schools at the same level. While those effecting such connections envisaged considerable mutual benefits flowing from faculty exchange and sharing of experiences, the reports on similar endeavors were distinctly unenthusiastic: the costs and difficulties of inter-school communication, adjustment of schedules, meshing of topics, etc. were found

* In only one case was a cooperative link between a high school ID program and a local college reported as detrimental to the program legitimacy: the two political scientists and one sociologist comprising the cooperating college group were considered by the school board as "not only irresponsibly liberal but almost leftist," a characterization accepted by the school administrator.

decidedly inhibiting. This appeared generally true even in cases where the schools involved belonged to the same school district or acted through a county or regional intermediate unit.

Somewhat greater degree of functional utility was reported in linkages between ID programs and local commercial and industrial corporations with extensive international activity. In at least two reported cases the ID programs were able to arrange for classroom visits by corporate officers with extensive personal experience in foreign countries and, with advance planning, the visits were fitted into the teaching program as it moved from area to area. However, some IDPE workshop participants hesitated on this point; it was difficult, they claimed, "to fit such welcome contributions into instructional strategies aimed at the affective domain."

————Interest groups————

There was expressed some feeling for the usefulness to an ID program of faculty participation in a variety of essentially private groups of people with active interest in internationally oriented education. These appeared in many forms and with different frequencies of contact: groups of like-minded teachers within a school district meeting informally at irregular intervals; similar groups centered around a college or university teacher serving as interest catalyst; and finally similar communication groups formed through the efforts of local members of internationally oriented non-profit and professional organizations such as the International Studies Association and similar associations with area focus -- Asian

studies, Slavic, Latin American, Middle Eastern.

On closer examination, most of these contacts appeared to have a much greater importance for the mobilization of teachers' interest in initiating ID programs and projects in their schools than for the successful implementation and operation of the program itself. There is no doubt about their significance; however, as initial catalysts, they do not translate into factors that could be formulated as criteria for the evaluation of ID program design and process.

——— Inhibiting environmental perceptions ———

A final set of observations may be of a general value although they do not contribute directly to the search for evaluative criteria. Several IDPE project interviews with teachers from schools without ID programs or projects brought out apparently widespread rationalizations for the absence of such efforts. Two fairly stereotyped references came rather frequently. Teachers from ethnically and racially mixed communities felt that the formal curriculum should not purposefully emphasize inter-cultural understanding or the study of cultural diversity because the students did not have a common cultural base from which to proceed, because such concentrated instruction would intensify rather than mute the already existing inter-cultural tensions, and because the informal, social learning process is in any case much more potent than anything the classroom could do. It is not our purpose here to debate the correctness of such rationalizations; they are simply recorded because of their possible prevalence in specific areas.

The second explanation and, partly, justification of the absence of ID programs followed somewhat similar line; it was offered during discussions of "global awareness" and "global civic literacy" as ID program objectives. Coming from New York City and District of Columbia teachers, the reference was again to the dominance of the social learning process over formal education. As one respondent expressed the point: "There is a good reason why the two obviously valuable efforts you described were "Columbus in the World -- the World in Columbus" and a similar one for Scranton. The same thing for New York wouldn't make much sense."

Implications for evaluation of ID efforts

The foregoing examination of internal and external factors influencing the effectiveness and viability of ID programs and projects yields a relatively meager crop of evaluative criteria; it may have, as already emphasized, much greater value if one were to search for specific reasons why in so many schools no ID programs and projects are even considered. The apparently significant questions that must be asked for evaluative purposes are these:

How well does the ID program or project fit into the school's established reward structure?

Does the participating teacher's work schedule provide additional preparatory time for ID program tasks?

Does the school encourage and actively support in-service training for teachers participating in ID programs, and to an extent comparable to the support given other subject areas?

Does the school allocate, on its own initiative, such extra-mural opportunities as are appropriate to the teachers participating in ID programs?

Do ID program teachers have access to such school supported extra-mural opportunities on their own initiative?

Does the administration respond favorably to teachers' requests to adjust the school librarian's schedule to allow for performance of tasks supporting the ID program?

If the school's salary system provides for "functional increments," does the participation in an ID program of appropriate intensity qualify for such rating?

If applicable, is the participating teacher's classroom budget increased for special needs relating to the ID program participation?

Does the ID program cultivate constructive links with institutions of higher learning capable and willing to assist in program implementation?

Does the ID program obtain additional strength from contacts with similar ID efforts or competencies at other precollegiate institutions?

ANALYTICAL MATRIX OF EVALUATIVE CRITERIA

The analytical matrix of evaluative criteria is intended for flexible use by designers and leaders of internationally oriented teaching programs and projects, by individual teachers involved in ID projects or planning such activity, by outside evaluators of ID programs, or by reviewers comparing the relative effectiveness and viability of several ID programs.

The composite matrix or its individual parts can be used in two different ways labeled as the "spotlighting" and the "comparative" methods. For either, we suggest the use of ordinal numerals 1 through 4 where 4 represents the optimal status of a given factor and 1 its relative inadequacy or absence. According to the size and complexity of the evaluated program or project, columns I or II could be used for entering the numerals. The yes-no column is provided if the matrix is to be used simply as a checklist in an effort to identify specific areas of strength or weakness.

The spotlighting method calls for no totaling of the ordinal values entered in the matrix. Visual scanning of the appropriate columns should be sufficient to spot factors of particular weakness. If this method is used by a program planner, the identification of a weakness can either lead to corrective action or else the adverse effects can be reduced by strengthening other related elements of the program or project.

EXAMPLE: Low rating on line 14 regarding the previous formal training of participating teachers may be balanced by a good rating on line 47 (support for in-service training) or on

other lines referring to existing or obtainable sources of competence.

The comparative method requires the totalling of entered values for the various categories of factors. When this method is used to judge the relative viability and potential effectiveness of programs and projects, two steps are necessary. First, and rather obviously, one can best compare only programs or projects of similar size and complexity. Second, there should be first established for each category of factors the minima and the maxima of totalled values and the result placed on the range connecting them.

EXAMPLE: The nine factors 35 through 43 in the "Resources and resource services" category could yield maximum rating of 36 (9x4) and minimum rating of 9 if all factors are employed. Should the totaled rating value be, for instance, 22, the category is just below the median point and a visual scan helps to pinpoint the weakest factors.

Special columns III and IV on legitimacy and capability are provided not only because of the obvious importance of these categories to an ID program or project but also because many factors included in the various categories of the entire matrix are relevant to issues of legitimacy and capability. The open spaces in each column indicate that relevance; into them should be transferred the numerals from either column I or II for composite rating.

ANALYTICAL MATRIX OF EVALUATIVE CRITERIA

FOR INTERNATIONALLY ORIENTED TEACHING PROGRAMS AND PROJECTS

AT PRECOLLEGIATE LEVELS

	yes-no	I complex programs	II simple projects	III legitimacy spectrum	IV capability spectrum	text refer- ence - pp.	NOTES
EDUCATIONAL OBJECTIVES							
1 Are the educational objectives clearly formulated to guide implementation and to facilitate testing for outcomes?				X	X	20-30	
2 Is the instructional strategy aimed at the affective domain?		X	X	X	X	15-18	If the answer is yes, items 3 through 7 should be rated
3 Does the formulation of objectives recognize that the study of the international environment may strengthen the sense of national or ethnic uniqueness as well as lead to global perspectives?				X	X	18	
4 Does the formulation of objectives take into account international attitudes already prevalent among the students?				X	X	26	
5 Are instructional units within a program sufficiently harmonized so as not to result in contradictory attitudes?				X	X	31 30-1	
6 Does the program adequately provide for training in information processing and in critical appraisal of studied topics and their relationships?				X	X	20 26	
7 Are the provisions for cognitive learning adequate to support the affective strategy?				X	X	26	
8 Is the instructional strategy aimed at the cognitive domain?		X	X	X	X	15-18	If the answer is yes, items 9 through 12 should be rated
9 Does the program clearly stipulate the range, kind, and depth of information to be transmitted?				X	X	27 31	
10 Does the program adequately provide for training in information processing and in critical appraisal of the sources, selection, and validity of information transmitted?				X	X	18 30 36	
11 Has adequate effort been made to assess the effects of the cognitive learning on students' attitudes?				X	X	27-28	
12 Are the cognitive levels sought by individual program units mutually compatible and balanced?				X	X	31	
13 Do the selected learning materials adequately support the achievement of the stated educational objectives?				X	X	102	
TOTAL - Educational objectives	X						

CAPABILITIES		yes-no	I complex programs	II simple projects	III legitimacy spectrum	IV capability spectrum	text refer- ence - pp.	NOTES
14	What is the level of participating teachers' formal training in international subjects and analysis?						35-36 37 39	
15	How extensive and pertinent was the previous involvement of the participating teachers in internationally oriented education?						39	
16	What is the quality of the participating teachers' previous informal and extramural exposure to internationally relevant experiences? Judged in terms of extent, diversity, and intensity, as well as in terms of a teacher's propensity for a critical appraisal of such experience.						37 44-45	
17	What is the level of ID competence of the supporting staff involved in substantive program tasks, judged by reference to their formal training, previous active involvement in analogous programs, and personal experience?						39-45 45-46	
18	To what extent does the educational environment require prompt demonstration of faculty competence in handling ID subjects?						46	
19	Does the program design effectively utilize components and resources that could contribute to the growth of participants' competence?				X		46-47 67	
20	How closely do the level and nature of participants' competence match the program's educational objectives?				X		87 88-89	
NOTE: Since capability indicators also appear in different forms in other sections of the matrix, no bottom line is provided here for total rating; column IV, running through the entire matrix, gives a more adequate, composite overview of this factor.								

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NOTE: Since legitimacy indicators also appear in different forms in other sections of the matrix, no bottom line is provided below for total ratings; column III, running through the entire matrix, offers a composite overview of the legitimacy factor.

LEGITIMACY		yes-no	I complex programs	II simple projects	III legitimacy spectrum	IV capability spectrum	text refer- ence - pp.	NOTES
21	Is the ID program or project of such extent or nature as not to invite critical reactions from the school or the school community?		X	X		X	21-23 50 #1	
22	If there is a likelihood of outside reactions to the ID program or project, have the direction and the force of such reactions been adequately assessed?					X	23 51	
23	Does the program include sufficient components specifically designed to improve its legitimacy by reducing the likelihood of adverse reactions?					X	23 50 75	
24	In case of spontaneous ID efforts, could such efforts be publicized within the school and within the school community without apprehension that they would evoke adverse reactions?					X	24 33	
25	Can the spontaneous ID efforts serve as potential models for other ID endeavors within the school, or stimulate new interest in internationally oriented teaching?						53 69	
26	How strong is the formal evidence that the ID program or project enjoys the support of school administration and of non-participating faculty?					X		
LEADERSHIP								
27	Does the effective leadership of the program rest entirely with the school faculty?						49 55 54-57	
28	Does the strength of the indigenous leadership compare favorably with that of outside agents and participants?					X	55	
29	Have several program participants fully shared in program design?						54	
30	Is the leadership in program implementation and coordination effectively shared by several participants?						54-55	
31	Does the program leader enjoy a position of respect and influence?					X	54 53	
32	Do other program participants enjoy good reputations, within the school, for subject competence and teaching ability?						53 54-55	
33	Is there a reasonable expectation that the faculty will be able to continue ID work beyond the initial stage? (Judged by tenure or expected tenure standing of participants and by the relative stability of their subject assignments.)				X	X	54-55	
34	Is the program flexible to allow the entry by non-participating faculty?				X	X	57	
TOTAL - Leadership		X				X		

	yes-no	I complex programs	II simple projects	III legitimacy spec. item	IV capability spectrum	text refer- ence - pp.	NOTES
<u>RESOURCES AND RESOURCE SERVICES</u>							
35 Does the school have library resources for all program components?				X		62 66	
36 Does the budget ensure continuous updating and growth of ID collection?				X		53-54	
37 Has the school librarian participated in program planning or been kept fully informed on program's substance and objectives?				X		64-65 66 43-44	
38 Do the library staffing and the pattern of library utilization allow for a continuing and active program involvement by the professional staff?				X		43-44 45	
39 If the use of outside library resources and services is planned, how well could the program function should such access be lost?				X		75	
40 Is the library staff able to provide <u>ready</u> service to specific ID units?				X		65 68	
41 Is the administration able and willing to adjust the library routine as needed by the program?				X		43	
42 Does the program have constructive links with institutions of higher learning able and willing to assist in program implementation?						23 47 74-75	
43 Does the program gain additional strength through contacts with similar ID efforts or competencies at other precollegiate institutions?						75	
TOTAL - Resources and resource services	X						
<u>REWARD SYSTEM</u>							
44 How well does the program fit into the school's reward structure?				X	X	71-73	
45 Do teachers get additional preparatory time for ID program tasks?						72-73	
46 Are ID program teachers entitled to functional salary increments?					X	72	
47 Does the school support in-service training for ID teachers?					X	73	
48 Is such support comparable to that given to teachers in other fields?					X	37 73	
49 Are ID program teachers able to participate in school-supported extramural activities?						73	
50 Does the administration respond favorably to requests for adjustments of the librarians' schedule allowing for performance of ID-related tasks?						65	
51 Is the participating teacher's classroom budget increased for special needs relating to the ID program?							
TOTAL - Reward system	X						

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